



Florence 2 School District

2121 South Pamplico
Pamplico, South Carolina

Grades	PK-12 District	
Enrollment	1,268 Students	
Superintendent	Robert E. Sullivan Jr.	843-493-2502
Board Chair	Mrs. Elleveen T. Poston	843-493-2437

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

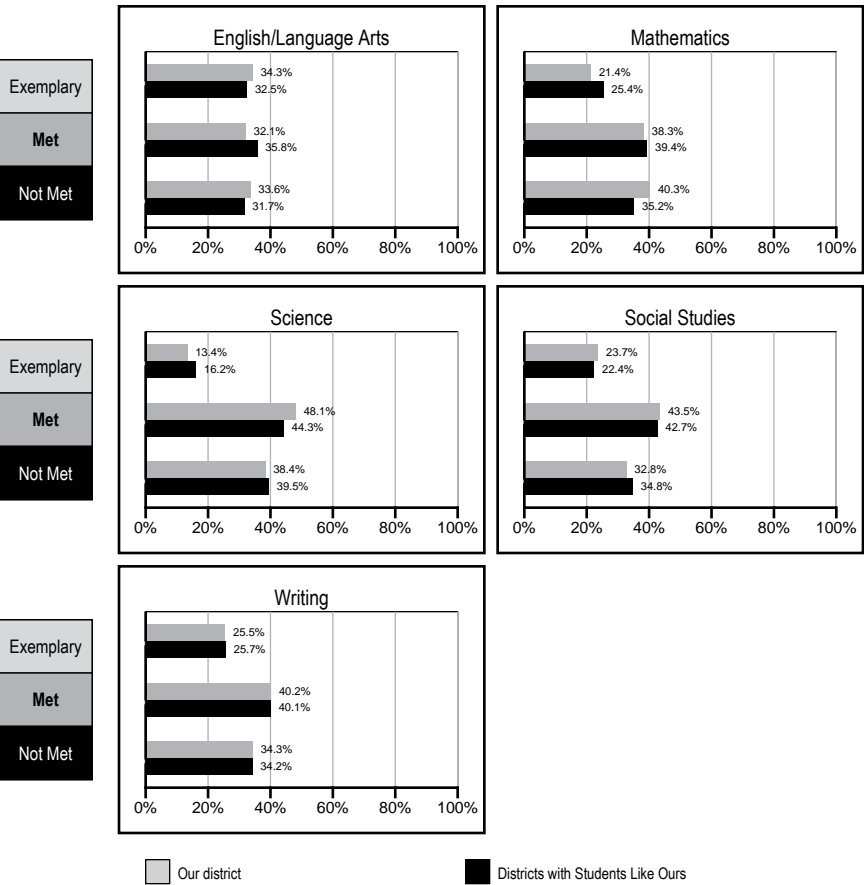
97.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	17	5	0

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	69.3%	77.1%	73.0%	77.7%	72.7%	75.1%
Passed one subtest	13.9%	14.5%	13.5%	11.5%	14.3%	12.5%
Passed no subtests	16.8%	8.4%	13.5%	10.8%	13.0%	12.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	83.8%	79.9%
English 1	68.9%	66.9%
Physical Science	57.7%	49.6%
US History and the Constitution	36.6%	38.7%
All Subjects	61.2%	59.5%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,268)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.5%	Down from 4.5%	2.9%	2.3%
Attendance rate	96.5%	Down from 97.3%	95.7%	95.8%
Eligible for gifted and talented	5.9%	Up from 4.6%	12.3%	14.3%
With disabilities other than speech	14.3%	Down from 14.4%	11.1%	10.5%
Older than usual for grade	7.5%	Down from 7.6%	4.9%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.6%	0.7%	0.7%
Enrolled in AP/IB programs	2.5%	Down from 7.4%	7.6%	12.1%
Successful on AP/IB exams	75.0%	Up from 31.3%	48.3%	50.0%
Eligible for LIFE Scholarship	86.9%	Up from 29.1%	33.4%	31.4%
Enrolled in adult education GED or diploma programs	7	Up from 5	47	47
Completions in adult education GED or diploma programs	2	Down from 4	31	29
Annual dropout rate	2.1%	Up from 1.8%	3.3%	3.1%
Teachers (n=82)				
Teachers with advanced degrees	58.5%	Up from 54.5%	58.8%	58.8%
Continuing contract teachers	84.1%	Up from 83.0%	83.2%	81.5%
Teachers with emergency or provisional certificates	2.7%	Up from 2.5%	3.9%	4.0%
Teachers returning from previous year	86.9%	Down from 87.4%	89.1%	89.3%
Teacher attendance rate	94.2%	No Change	95.2%	95.3%
Average teacher salary*	\$43,669	Down 3.6%	\$45,687	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 3.4%	0.0%	0.2%
Professional development days/teacher	12.4 days	Down from 13.9 days	12.6 days	12.6 days
District				
Superintendent's years at district	2.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.2 to 1	20.8 to 1	20.9 to 1
Prime instructional time	89.2%	Down from 90.2%	89.8%	89.9%
Dollars spent per pupil**	\$9,042	Down 2.9%	\$9,353	\$9,364
Percent of expenditures for teacher salaries**	54.7%	Up from 52.0%	53.0%	53.3%
Percent of expenditures for instruction**	57.2%	Up from 55.4%	55.5%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	2	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.4%	2.4%
Average age in years of school facilities	21 Years	Up from 20 Years	29 Years	27 Years
Number of schools with SACS accreditation	2.0	No Change	8.0	8.0
Parents attending conferences	79.6%	Down from 93.5%	97.5%	97.1%
Average administrator salary	\$88,158	No Change	\$78,492	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	81	79.0%	343	61.2%	100	71.0%	N/A
Gender							
Male	42	69.0%	156	62.2%	48	60.4%	N/A
Female	39	89.7%	187	60.4%	52	80.8%	N/A
Racial/Ethnic Group							
White	33	93.9%	164	75.6%	40	87.5%	N/A
African American	46	67.4%	171	49.1%	57	59.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	23	43.5%	54	29.6%	27	37.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	51	72.5%	222	50.9%	66	63.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	79.0%	89.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	101	100	385	409
Number of Graduates in Cohort	80	71	292	294
Rate	79.2%	71.0%	75.4%	72.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	418	429	437	442	413	436	1268	1307		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	20.6	15.5	20.3	17.0	20.5	16.1	19.6	16.7	20.3	16.4
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	11.0 per board member
Percent New Trustees Completing Orientation	0.0%

District Superintendent's Report

The South Carolina Annual School Report Card Summary is a comprehensive review of the previous school year's data from state-administered tests. It is vital for the community to review information concerning our students and the schools. The school system welcomes comments and questions from students, parents, and community members. Our local school administrators are always available to meet with local civic groups, churches, and other agencies to present the School Report Card information.

Florence School District Two's students are administered the following state-mandated tests throughout the school year: HSAP, PASS, NAEP, ELDA, SC-Alt., and EOCEP. Our two schools, Hannah-Pamplico Elementary/Middle School and Hannah-Pamplico High School, are working extremely hard to make improvements in the areas that each state-wide test outlines as deficiencies. The staff-development plans at each school continue to be reviewed, monitored, and adjusted to meet the needs of our students and the tests that will be administered.

Florence School District Two is very proud that Hannah-Pamplico High School has completed its ten year Southern Association of Colleges and Schools (SACS) Review during 2008-2009. Hannah-Pamplico High School has worked extensively on reducing the number of dropouts and increasing the graduation rate during the 2009-2010 school year and has begun working on differentiated learning for the upcoming year. Hannah-Pamplico Elementary/Middle School voluntarily completed the External Review process through the State Department of Education in 2008-2009, and an extensive staff-development program in 2009-2010 focused on data analysis, content area instruction, assessments, cognitive coaching, and writing to assist in meeting adequate yearly progress (AYP). Florence School District Two is being proactive in making its schools the best they can be for their students.

During these extremely difficult financial times, it becomes the administration's responsibility to provide our teachers, students, and staff the resources they need to make a difference every day at school. Our primary goal is to produce graduates who are competitive, well-rounded, and prepared for the postsecondary challenges they desire to pursue.

If at any time you have questions or comments, please feel free to contact anyone on the Florence School District Two administrative team for assistance. Please call me at 843-493-2502 at any time.

Robert E. Sullivan, Jr., Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Hannah-Pamplico Elementary/Middle	R

The Florence 2 School District consists of 2 public schools with 1 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	568	99.3	33.8	32.1	34.1	80.1	83.5	Yes	Yes
Gender									
Male	310	99.4	34.9	32.2	32.9	78.6	80.1	N/A	N/A
Female	258	99.2	32.4	32	35.6	81.8	87	N/A	N/A
Racial/Ethnic Group									
White	280	98.9	25.8	29.5	44.6	84.9	89.6	Yes	Yes
African American	264	99.6	42.3	35.1	22.6	74.6	74.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	23	100	31.8	31.8	36.4	86.4	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	102	96.1	65.7	28.3	6.1	54.5	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	15	100	41.2	29.4	29.4	82.4	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	388	99.5	40.7	35	24.4	75.9	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	568	99.5	40.4	38.6	21	74.5	80.4	Yes	Yes
Gender									
Male	310	99.7	39.3	38.3	22.4	74.9	78.4	N/A	N/A
Female	258	99.2	41.7	38.9	19.4	74.1	82.5	N/A	N/A
Racial/Ethnic Group									
White	280	98.9	26.9	42.1	31	84.5	87.8	Yes	Yes
African American	264	100	55.2	34.3	10.5	63.7	69.3	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	23	100	36.4	45.5	18.2	72.7	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	102	97.1	75.8	22.2	2	42.4	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	15	100	35.3	52.9	11.8	70.6	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	388	99.7	50.1	36	13.8	68.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	390	100	38.2	48.8	13	61.8	67.3
Gender							
Male	218	100	35.4	49	15.5	64.6	66.9
Female	172	100	41.7	48.5	9.8	58.3	67.7
Racial/Ethnic Group							
White	188	100	22.7	54.1	23.2	77.3	79.6
African American	184	100	55.6	42.1	2.3	44.4	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	18	100	29.4	58.8	11.8	70.6	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	62	100	73.8	26.2	0	26.2	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	12	100	28.6	71.4	0	71.4	58.6
Socio-Economic Status							
Subsidized meals	265	100	47.8	45.4	6.8	52.2	55.4

Social Studies

All Students	384	99.5	32.1	44.3	23.6	67.9	70.9
Gender							
Male	205	99.5	30.1	43.4	26.5	69.9	70.1
Female	179	99.4	34.3	45.3	20.3	65.7	71.7
Racial/Ethnic Group							
White	194	99.5	24.1	47.1	28.8	75.9	79.2
African American	176	99.4	42.7	39.6	17.7	57.3	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	13	100	16.7	58.3	25	83.3	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	67	97	55.4	43.1	1.5	44.6	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	7	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	260	99.6	40.7	44.8	14.5	59.3	60.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	564	98.8	34.1	40.4	25.6	65.9	72.1	95.4	96.3
Gender									
Male	307	98.7	39.4	39	21.6	60.6	65.2	95.3	96.2
Female	256	98.8	27.8	41.9	30.2	72.2	79.2	95.5	96.4
Racial/Ethnic Group									
White	279	98.6	22.1	41	36.9	77.9	80.8	95	96.1
African American	259	98.8	47.6	39.4	13	52.4	59.7	95.9	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	96.3	97.5
Hispanic	22	100	27.3	45.5	27.3	72.7	64.6	95.7	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.4	77.8	95
Disability Status									
Disabled	106	94.3	78.8	20.2	1	21.2	27.7	93.8	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	15	100	29.4	52.9	17.6	70.6	63.7	95.7	97
Socio-Economic Status									
Subsidized meals	385	99	42.9	39.1	17.9	57.1	61.9	95.1	95.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	90	100	27.1	32.9	40	72.9
	4	80	98.8	15.5	45.1	39.4	84.5
	5	85	100	29.6	50.6	19.8	70.4
	6	103	100	42.3	42.3	15.5	57.7
	7	105	100	47.5	31.7	20.8	52.5
	8	88	96.6	40.5	45.2	14.3	59.5
2010	3	93	98.9	14.8	38.6	46.6	85.2
	4	96	99	22.2	35.6	42.2	77.8
	5	85	98.8	25.3	34.2	40.5	74.7
	6	91	98.9	44.3	31.8	23.9	55.7
	7	111	100	40.6	28.3	31.1	59.4
	8	92	100	52.7	25.3	22	47.3
Mathematics							
2009	3	90	100	49.4	32.9	17.6	50.6
	4	80	98.8	23.9	53.5	22.5	76.1
	5	85	100	38.3	45.7	16	61.7
	6	103	100	32	58.8	9.3	68
	7	105	100	42.6	43.6	13.9	57.4
	8	88	97.7	37.6	51.8	10.6	62.4
2010	3	93	100	35.2	35.2	29.5	64.8
	4	96	99	27.8	40	32.2	72.2
	5	85	98.8	34.2	45.6	20.3	65.8
	6	91	98.9	52.3	33	14.8	47.7
	7	111	100	37.7	44.3	17.9	62.3
	8	92	100	54.9	33	12.1	45.1
Science							
2009	3	45	100	35.7	50	14.3	64.3
	4	80	98.8	28.2	66.2	5.6	71.8
	5	42	100	45	50	5	55
	6	50	100	50	43.8	6.3	50
	7	105	100	46.5	45.5	7.9	53.5
	8	43	100	57.1	35.7	7.1	42.9
2010	3	49	100	37	47.8	15.2	63
	4	96	100	33.3	56.7	10	66.7
	5	44	100	30	65	5	70
	6	45	100	60.5	34.9	4.7	39.5
	7	111	100	30.2	51.9	17.9	69.8
	8	45	100	54.5	25	20.5	45.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	45	100	30.2	46.5	23.3	69.8
	4	80	98.8	12.7	62	25.4	87.3
	5	43	97.7	35	40	25	65
	6	53	100	12.2	65.3	22.4	87.8
	7	105	100	57.4	32.7	9.9	42.6
	8	43	100	51.2	37.2	11.6	48.8
2010	3	45	100	39.5	44.2	16.3	60.5
	4	96	100	22.2	48.9	28.9	77.8
	5	40	97.5	18.4	44.7	36.8	81.6
	6	45	100	20	55.6	24.4	80
	7	111	100	39.6	40.6	19.8	60.4
	8	47	97.9	50	32.6	17.4	50
Writing							
2009	3	89	100	40	32.9	27.1	60
	4	77	98.7	26.8	56.3	16.9	73.2
	5	83	98.8	46.3	36.3	17.5	53.8
	6	100	100	39.6	45.8	14.6	60.4
	7	102	97.1	32.7	39.8	27.6	67.3
	8	88	95.5	24.1	50.6	25.3	75.9
2010	3	92	97.8	27.9	37.2	34.9	72.1
	4	96	99	27.8	38.9	33.3	72.2
	5	82	98.8	32.9	35.4	31.6	67.1
	6	91	98.9	46.6	38.6	14.8	53.4
	7	111	99.1	36.4	47.7	15.9	63.6
	8	92	98.9	32.2	42.2	25.6	67.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	77	96.1	19.7	40.8	28.2	11.3	50.7	65.9	No	Yes
Male	36	97.2	27.3	42.4	24.2	6.1	45.5	60.8	N/A	N/A
Female	41	95.1	13.2	39.5	31.6	15.8	55.3	71	N/A	N/A
White	39	92.3	11.4	40	34.3	14.3	65.7	77.5	I/S	I/S
African American	37	100	28.6	40	22.9	8.6	34.3	49.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	13	84.6	72.7	27.3	0	0	0	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.3	I/S	I/S
Subsidized meals	52	96.2	25	41.7	25	8.3	39.6	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	77	96.1	19.7	33.8	25.4	21.1	56.3	62.3	No	Yes
Male	36	97.2	21.2	33.3	30.3	15.2	54.5	61.7	N/A	N/A
Female	41	95.1	18.4	34.2	21.1	26.3	57.9	63	N/A	N/A
White	39	92.3	11.4	34.3	28.6	25.7	60	75	I/S	I/S
African American	37	100	28.6	34.3	20	17.1	51.4	44	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	13	84.6	63.6	27.3	9.1	0	18.2	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.6	I/S	I/S
Subsidized meals	52	96.2	25	39.6	22.9	12.5	45.8	48.1	No	Yes

Physical Science (End-of-Course Performance by Group)										
All Students	77	89.6	69.6	18.8	7.2	4.3	N/A	N/A	N/A	N/A
Male	36	88.9	71.9	25.0	N/A	3.1	N/A	N/A	N/A	N/A
Female	41	90.2	67.6	13.5	13.5	5.4	N/A	N/A	N/A	N/A
White	39	89.7	57.1	22.9	14.3	5.7	N/A	N/A	N/A	N/A
African American	37	89.2	84.8	12.1	N/A	3.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	13	69.2	88.9	N/A	11.1	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	52	90.4	80.9	8.5	8.5	2.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	87	95.4	14.8	44.4	21	19.8	50.6	61.8
	2010	77	96.1	19.7	40.8	28.2	11.3	50.7	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	87	95.4	14.8	37	21	27.2	61.7	62.7
	2010	77	96.1	19.7	33.8	25.4	21.1	56.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate, grades K-8	96.5%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample